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seeking input on its
elections process and
how to increase
participation rates.
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WWW.NEWS.UTORONTO.CA/
BULLETIN



Steve Shi, a U of T student and future social worker, helped children in Sichuan find something positive in their experiences during the recent earthquake. He took this photograph while he was there.

Social work offers earthquake relief to China

BY ANJUM NAYYAR

Professor Ka Tat Tsang of the Factor-Inwentash Faculty of Social Work is boarding a plane to China this month to visit areas affected by this year's earthquakes in Sichuan province, including a recent quake that measured 7.8 on the Richter scale.

It's been 10 years since Tsang began the China Project, a U of T-affiliated project that helps support long-term psychosocial and community capacity building in areas like Sichuan. The project, based at the faculty, has committed to a variety of initiatives to support emergency response and long-term psychosocial and community rebuilding in Sichuan since the major May 12 earthquake.

"We found out from senior officials

"...WE DON'T WANT TO BE
PRESUMPTUOUS SO WE
WANT TO REALLY LISTEN TO
THE PEOPLE THERE..."

PROFESSOR KA TAT TSANG

that after the earthquake there were tons of people who had experienced trauma including rescue workers, military personnel and medical professionals," said Tsang, director of the China Project.

The project has already made strides in the development and delivery of a training program for trauma counselors to Sichuan. Tsang said members at the faculty, Tsinghua University's Department of Psychiatry and the Department of Health for the municipal government of Chengdu in Sichuan have collaborated on producing training modules for a three-day intensive training program to be held

• • • SOCIAL ON PAGE 8

Orientation sessions help new faculty acclimatize

BY MICHELLE MACARTHUR

When Professor Nick Mount walked into his classroom to give his first lecture at U of T six years ago, he wondered where all the students were. This year, as one of the facilitators for the university's new faculty orientation series, Mount hopes to draw on his own experience to shed some light on preparing and teaching first classes, from finer details such as class start times (10 minutes after the hour at U of T, as he eventually discovered) to pedagogical strategies.

"The overall sense that I want to communicate in this session is the necessity of thinking about the class as an overall narrative — how that first class fits into

the overall narrative that the class is going to tell and how that fits into the larger narrative of the students' undergraduate experience, of their degree in total," he said.

Mount's workshop is one of six running this week and next as part of the Office of Teaching Advancement's (OTA) Back to School series. The series, which covers a range of topics from developing learning outcomes to teaching with technology, is one aspect of the OTA's offerings for new faculty and sessional instructors, said **Pam Gravestock**, associate director of the OTA.

The office is also hosting a day-long event Sept. 4 that will cover similar teaching-related topics. Gravestock hopes that the 80 expected attendees will get to know the university's resources — and each other — better.

"What I hope they come away

ORIENTATION ON PAGE 7

Programs for
incoming
faculty —
6-7

Program helps faculty partners

BY CATHERINE NGAI

U of T's Dual Career Connection was established five years ago by the Organizational Development and Learning Centre as a recruitment tool. The service, which helps accompanying spouses or partners of new faculty at the university find employment, operates on the premise that if both members of a couple are satisfied in their careers, their decision to remain at U of T will be made easier.

The service is available for up to one year and commences when prospective faculty members sign their contracts

and join the U of T community. The dean or chair of the hiring department will refer the spouse or partner to the co-ordinator of career services and the job search process will begin.

"It's employment coaching," said **Beverly Kahn**, co-ordinator of career services. Kahn manages the program and works closely with her clients to find resources and work opportunities.

"We help to build professional networks, find contacts or refer them to professional associations," Kahn said. This kind of service demonstrates

PROGRAM ON PAGE 6

LETTER FROM THE EDITOR

As summer wanes ...

many of us on campus are thinking about the coming influx of students. However, the start of the academic year also brings a flood of new faculty to the University of Toronto.

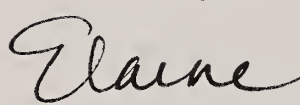
We welcome these new researchers and teachers, enjoying the new experiences and insights they have to share. We also try to make them feel at home in a variety of ways: orientation sessions, workshops to assist them with classroom issues and teaching technology and help in settling into life in Toronto. The feature spread on pages 6 and 7 of this issue of *the Bulletin* details some of the programs available to assist our new colleagues in acclimatizing to life here at U of T and highlights the staff that make these programs possible.

In addition to these popular programs, human resources, the vice-provost (academic) and Strategic Communications will soon be launching a new online guide for new employees. Working at U of T: An Insider's Guide will offer answers to the basic questions many new employees have, including, How do I book a meeting room?, Where can I eat on campus? and What is a T-card and where do I get it? Stay tuned for the guide's official launch later this month.

Students coming to campus also have an online guide tailored to their needs: Ulife. As noted in the story on page 5, this excellent website (www.ulife.utoronto.ca) has been revamped to offer students even more information about research opportunities, jobs on campus and activities of every kind, from athletics to acting. It's a great place for faculty to enter their own research opportunities, but it's also a site worth knowing since students often seek guidance on life outside the classroom.

In closing, we wish all our readers the best during the run up to the new academic year. Enjoy the last gasp of summer and look forward to welcoming your new colleagues, both faculty and staff, to the U of T community.

Regards,



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The top and sidebar art on the front page are composed of greenery photographed around the St. George campus.



FACULTY OF APPLIED SCIENCE & ENGINEERING

Professors Levante Diosady of chemical engineering and applied chemistry, **Alex McLean** of materials science and engineering and **Doug Perovic** of materials science and engineering have been elected fellows of the Canadian Academy of Engineering. Members are nominated and elected by their peers to honorary fellowships in view of their distinguished achievements and career-long service to the engineering profession. New fellows were honoured June 16 during the academy's annual general meeting in Montreal. Perovic is also the winner of the Canadian Metal Physics Medal in recognition of outstanding scientific contributions in the area of nanocrystalline metals leading to new technologies and distinguished service to the Canadian materials science community. Perovic received the award June 19 at the Canadian materials science conference, held at the University of Alberta.

FACULTY OF ARTS & SCIENCE

Professor Graeme Hirst of computer science is the winner of the Distinguished Service Award, given by the Canadian Artificial Intelligence Association (formerly the Canadian Society for the Computational Studies of Intelligence) intermittently at its annual conference in recognition of extraordinary service to the organization. Hirst was honoured during the association's meeting in Windsor, Ont.,

AWARDS & HONOURS

May 28 to 30 for his development of the magazine *Canadian Artificial Intelligence* in the 1980s.

ROTMAN SCHOOL OF MANAGEMENT

Professor Emeritus Martin Evans, who now lives in Cambridge, Mass., is co-winner of this year's Common Cause Massachusetts' Distinguished Service Award. Evans is a board member and volunteer of Common Cause Massachusetts, a non-partisan citizens' organization whose goal is to ensure open, honest, accountable and effective government at the federal, state and local levels in the United States. Evans received the award at the organization's annual auction and awards brunch June 8, held in Lexington, Mass.

FACULTY OF MEDICINE

Professor Meldon Kahan of family and community medicine is the 2008 recipient of the President's Shield, given in recognition of his exemplary service to Addictions Ontario and the addictions profession in Ontario. One of Kahan's many successes is the major role he played in the establishment of addictions as a core curriculum in the new Northern School of Medicine. Kahan received the award at Addiction Ontario's annual meeting June 2.

Professor Patty Rigby of occupational science and occupational therapy is the 2008 Circle of Honour recipient in the area of education, Bloorview Kids Rehab's highest honour, awarded to those who have made exceptional contributions to creating a better world for children and youth with disabilities. Rigby was honoured at a Bloorview event June 18 for her work as a respected teacher, author, mentor, and collaborator.

COMPILED BY AILSA FERGUSON

Canadian Journalism Fellowship winners

BY AILSA FERGUSON

Five experienced journalists will join the throng of new students coming to campus in September as winners of coveted Canadian Journalism Fellowships. The fellowships, based at Massey College, allow them to pursue eight months of study at U of T.

"As Canada's premier research university, the University of Toronto offers an incomparable variety of undergraduate and graduate courses in almost every area of human knowledge," President **David Naylor** said in introducing the fellowship program on the Massey College website. "But the University of Toronto also gains through [the fellows'] presence on our campus. They are a great boon to our students and faculty."

Susan Delacourt, a senior political writer in the Toronto Star's Ottawa Bureau, is this year's St. Clair Balfour Fellow. Delacourt has covered national affairs in the capital for more than 20 years. She has written three books dealing with national politics and is a regular on CBC Newsworld's Politics broadcast.

Eric Foss, a television

producer and video journalist with CBC News: Sunday, takes up the CBC/Radio Canada Fellowship. Foss has produced and co-produced numerous documentary items that have earned national and international recognition, including six Gemini nominations, one Gemini win and two Donald Brittain Award nominations for best social/political documentary program.

A producer for CBC Television's *The National* and the documentary unit, **Michelle Gagnon** is the Webster/McConnell Fellow. Gagnon joined the CBC in Montreal in 1995 and has contributed to a wide variety of programs including the Gemini Award-winning *The Secret History of 9/11*. She has also written for various publications including *The Montreal Gazette* and *Saturday Night*.

Robert Mukasa is this year's Gordon N. Fisher Fellow. Born in Kampala, Uganda, Mukasa started his formal education during the brutal dictatorship of Idi Amin Dada. Since 1995 he has worked at the *Daily Monitor*, Uganda's leading independent newspaper. As a reporter he extensively covered

stories on corruption, bad governance and war. He is now news editor at the *Monitor*.

Graham Thomson, this year's Kahanoff Fellow, has worked in radio, television and print, variously as a reporter, producer and political editor. He appears as a regular commentator on television and radio and has won a national Newspaper Award and a B'nai Brith Award for human rights reporting. Since 2002 he has been political affairs columnist with the *Edmonton Journal*.

Canadian Journalism Fellows are chosen for professional competence and future potential as effective and responsible journalists. Since the program was founded in 1962 as the Southam Journalism Fellowships, Massey College and U of T have hosted more than 200 journalism fellows.

Fellows are free to enrol in any graduate or undergraduate courses and use the full facilities of the university. Appointed senior residents of Massey, they are also accorded all the privileges of any senior resident including access to all the college's facilities and events.

Metrus purchases Dunlap lands

BY CHRISTA POOLE

Metrus Development has purchased the 190-acre **David Dunlap** lands in Richmond Hill from the University of Toronto.

“We are pleased to become stewards of a unique and historical site on which we intend to protect the significant buildings, encourage ongoing science and, in due course, propose development that will respect its heritage,” said Metrus vice-president, Fraser Nelson. Nelson added that Metrus “fully understands and appreciates” the significance of the Dunlap property.

“We have been a responsible corporate citizen of Richmond Hill for over 25 years. Like other citizens, we value and respect these lands.”

Metrus will ensure that the historic observatory and its telescope, the stone administration building dating from 1935 and the Alexander Marsh farmhouse dating from the 1850s will all remain intact, regardless of whether they are ever officially designated by the Conservation Review Board, which has yet to hold hearings on the matter.

Nelson also said that Metrus intends “to encourage ongoing science and learning” by seeking proposals from qualified astronomers and/or clubs to keep the observatory and its telescope funded and running. Nelson noted that Metrus has no current plans for development of the site.

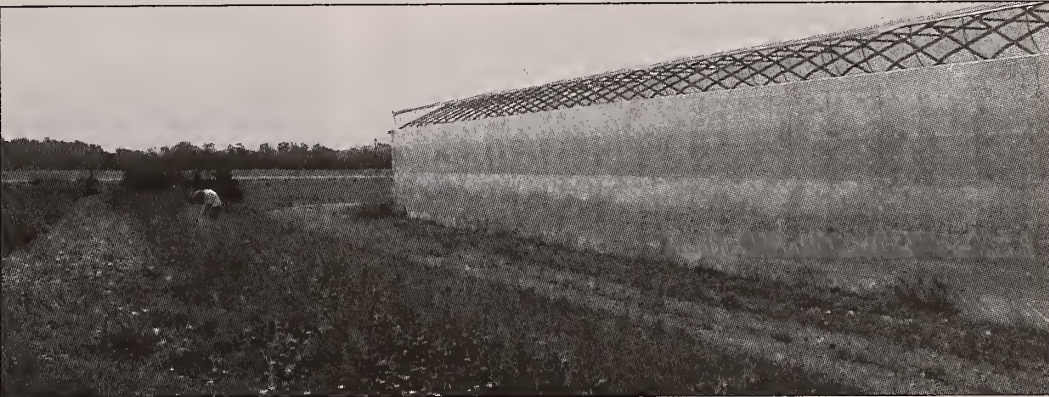
“No development can or will occur on the property until development approvals

are obtained and water and sewer allocation is available. Any development that does eventually occur will be respectful of the heritage of the site, on which the observatory, the administration building and the farm house will continue to exist,” Nelson said.

The sale, brokered by Michael Czestochowski of CB Richard Ellis Limited, will generate \$70 million. The University of Toronto’s proceeds from the sale will be endowed in perpetuity to support the recently established Dunlap Institute for Astronomy and Astrophysics — continuing the legacy of the 1930s gift made by **Jessie Dunlap** in memory of her husband, David.

U of T’s new Dunlap Institute will focus on research, teaching, advanced training and public outreach in astronomy and astrophysics. Through this effort, U of T will further advance Toronto’s current standing as a world leader in astronomy and astrophysics. The institute will also help develop scientific instrumentation for world-class observatories and foster major national and international research collaborations.

“The Dunlap Institute will build on Toronto’s leadership in astronomy and astrophysics in the 21st century in the way that the Dunlap Observatory did in the 20th century,” said **Professor Meric Gertler**, interim dean of arts and science. “We are glad to know that Metrus will honour the observatory’s past even as we honour the Dunlap family’s legacy for the future.”



S.R. COLLA

Commercial bumble bees are bred and housed in industrial greenhouses.

Commercial bees spreading disease to wild pollinating bees

BY KIM LUKE

A University of Toronto study shows that commercial bumble bees are spreading disease to wild bees, contributing to an alarming reduction in the natural pollinating bee population.

“The decline in pollinating bees has serious implications for agriculture and our food supply,” said **Michael Otterstatter** of ecology and evolutionary biology. “Numerous crops depend on bee pollination and up to a third of the human diet comes from plants pollinated by insects.”

While there’s been much speculation that diseases may be spreading from commercial to wild bee species, this new study provides compelling evidence by analysing the patterns of disease among wild bees near greenhouses using infected commercial pollinators. Industrial greenhouses, which can be up to 25 football fields in size and contain tens of thousands of bumblebees, have vents in the ceiling and walls for temperature control, Otterstatter explained. The commercial bees simply fly out through these vents

and leave infectious material on wild flowers nearby. While it is possible for wild bees to enter a greenhouse, he has never seen this occur.

Using a combination of mathematical modelling and field data, the U of T research

team shows that pathogen spread, or spillover, from commercially reared bumble bees has introduced the contagious pathogen *Crithidia bombi* into wild bumble bee populations. Across several sites in southern Ontario, they found *C. bombi* infecting up to one half of wild bumble bees near industrial greenhouses that use commercial bees for pollination. At sites distant from greenhouses, they did not find any bees harbouring this pathogen. Furthermore, they found that the frequency and severity of infections decline with increasing distance from the greenhouses for all bumble bee species.

“My hope is that these findings will motivate improved management of domestic bees through, for example, greater attention to their parasite loads and their overlap with wild species,” Otterstatter said.

He co-authored the study, published in the July 23 issue of the international online science journal *PLoS ONE* at www.plosone.org/doi/pone.0002771, with colleague **James Thomson**, also of ecology and evolutionary biology.

THE BEES WHEEZE

Commercial bees
Spreading disease
To wild bees
Making them sneeze,
Cough and wheeze?
Won’t somebody please
Enforce a freeze
On these hired bees
So their debris
Won’t catch the breeze
Up through the trees
Spread through counties
And bring wild bees
To their nectary knees.

David Pauwels is a credentials assessor and the poet laureate for U of T’s Comparative Education Service.

U of T answers siren call of Scotiabank Nuit Blanche

BY JASON VAN EYK

On Oct. 4, U of T’s St. George campus will once again be alive with all-night activity as U of T takes part in Scotiabank Nuit Blanche.

Under the leadership of Justina M. Barnicke Gallery curator **Barbara Fischer**, and with the support of its U of T ArtsZone office, the university will contribute a series of six projects to the festivities. The six projects, guaranteed to intrigue the university community, are:

Adoration Street
Tower Road (from Hoskin to Soldier’s Tower)
This audiovisual installation, a collaboration between

filmmaker **Atom Egoyan** and production designer-artist Phillip Barker, involves a life-size streetscape in which Atom Egoyan shot his most recent award-winning film, *Adoration*.

This film-set reproduction of a suburban streetscape comes to life through a series of audio-video projections.

Déja, Presque, Jamais: Three views of creative sound

Faculty of Music
A marathon of events and installations in the Faculty of Music’s Walter Hall and adjoining spaces are prepared and performed by faculty members, students and alumni. Live performance, electronics,

multi-channel audio, spoken word and visual media blend and cross influences through a wide range of genres including jazz, opera, improvisation and contemporary composition.

Wildflowers of Manitoba
Justina M. Barnicke Gallery, Hart House

Wildflowers of Manitoba is a video installation that takes as its points of reference the utopic worldviews of love revolutions in the 1960s and the grand gestures of world expositions of the same decade. The filmic component of the installation was shot in a commune in Manitoba close to the province’s nude beach and presents a queer-friendly

atmosphere that prevails in declarative form.

The street belongs to us!
Eric Arthur Gallery in the John H. Daniels Faculty of Architecture, Landscape and Design

This multimedia exhibition explores how the world’s streets are places of encounter and conflict. How are streets planned and designed? Who controls and oversees them? Exploring cities on five continents, the exhibition finally asks: How do we share the street (which belongs to all of us)?

Sweet Dreams
Hart House
Sweet Dreams is a wish offered to someone — a child, friend

or partner — before they drift off to sleep. The wish does not always come true, of course. Canadian and international artists explore the sweet and disturbing dimension of the imagination as it occupies the mind in the interstices of sleeping and waking. Hart House becomes the site for multiple installations and video projections.

Vehicle
University College
A multi-car, multi-artist exploration of the esthetic possibilities of the car as a site of community contact. Inside and outside of the U of T Art Centre visitors will discover interactive parking art and cars transformed into mobile art galleries.

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IN MEMORIAM

Trainor played key role in development of theoretical physics in Canada

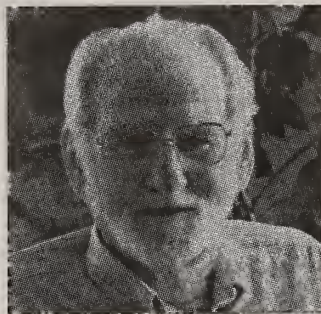
BY AILSA FERGUSON

Professor Emeritus Lynn Trainor of physics died April 30 in Toronto. He was 87 years old.

Trainor grew up on a farm in Chamberlain, Sask., and attended Moose Jaw Normal School. Before taking up studies at the University of Saskatchewan, he taught school in Valor, Sask., for two years. Trainor received his BA in 1946 and MA in 1947 from the University of Saskatchewan and his PhD in nuclear physics from the University of Minnesota in 1951.

Trainor held a post-doctoral fellowship with the National Research Council and professorships at Queen's and the University of Alberta, where he founded the Theoretical Physics Institute, before joining U of T's physics department in 1963. A long-time faculty member, Trainor played an important role in the development of theoretical physics in Canada.

While his early career was in theoretical nuclear physics, Trainor always had wide intellectual interests and



published articles on group theory, statistical mechanics and the interpretation of quantum mechanics (before this topic became popular). In his last decade at U of T, before he retired in 1986, he single-handedly created a vigorous research group in theoretical biology. In the 1970s when he began research in this area, he was cross-appointed to the Department of Medicine. As well, Trainor was co-author of *From Physical Concept to Mathematical Structure: An Introduction to Theoretical Physics* (1979), *Physical Theory in Biology* (1997) and *The Triplet Genetic Code* (2001).

Throughout his life, Trainor was committed to a wide variety of issues including education, peace, human

rights and the environment. In the 1970s he served as trustee and chair of the North York Board of Education. He was involved in Science for Peace, Canadian Pugwash, Toronto Montessori Schools, Hiroshima-Nagasaki Relived, the North York and Metro YMCAs, Toronto Volgograd, Canadian Association for Learning Through Listening, the Royal Canadian Institute and several other organizations. He also devoted considerable time to the environmental health movement and was the first president of the Allergy and Environmental Health Association.

"Lynn had a quiet but very warm personality and was an inspiring mentor to many fine students over the years," said Professor Emeritus Allan Griffith, a long-time colleague and friend. "A characteristic of his life and work was his strong belief that one had to balance rigorous standards of proof with openness to new ideas in uncharted areas. Lynn kept up his thinking and writing about various topics right to the end."

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Thousands of co-curricular activities are listed on the revamped Ulife website, a great way to reach 70,000 students on all three campuses.

A new life for Ulife website

BY EVA BOLDT

U of T's innovative Ulife website has been revamped and enhanced with U of T faculty and staff in mind. Ulife now allows faculty and staff to submit and manage their own offerings for students.

"It has the potential to really broaden the pool of applicants for research opportunities, awards, committees and scholarships," said **Deanne Fisher**, director of student life programs.

Originally launched in February 2007, Ulife features thousands of co-curricular activities for students, including clubs, community service, sports, arts and events. The revised version allows faculty and staff to enter their own items to increase awareness of the full range of experiences available beyond the class-

room so that students won't miss out.

It's easy to create an account and access it using a regular UTORid and password. Changes can be made at any time. Easier than making a poster, submitting information to the Ulife website is a great way to reach 70,000 students on all three campuses, 24-7, no staple gun required.

Students will also appreciate the changes to Ulife, including a new look and design, many more groups and activities and a broader variety of opportunities. Also new are an improved search function and the automatic removal of outdated events and opportunities.

The revised Ulife also streamlines much of the administrative process for campus groups. They now

apply through Ulife for official U of T recognition and once recognized can apply for services and manage their own information and event postings online.

Ulife is viewed not only by current students but also by thousands of prospective students around the world. It enhances the university's image as a vibrant community where students can experience both excellent classroom learning and a wealth of enriching co-curricular activities and networking opportunities.

Staff and faculty are encouraged to visit **www.ulife.utoronto.ca** to post their opportunities so that they will be ready for incoming students this fall. Questions about Ulife may be directed to **Eva Boldt** at 416-946-0405.

Summer programs offer introduction to medicine and law

BY ANJUM NAYYAR

There is a small buzz of activity on an early July afternoon in Flavelle House as students sift through crime scene evidence and prepare for DNA analysis of their findings, as well as a mock trial.

These students are part of an innovative new program, the result of a partnership between New College and the faculties of Medicine and Law, called the Youth Summer Programs (YSP). The programs offer talented secondary school students a unique introduction to the study of medicine and law.

"The reality is that out of the thousands of first-year biology students only a small proportion get into medical school and the rest go back to the drawing board to try to figure out what they want to do. We just wanted to educate high school students to the spectrum of career opportunities in medicine, medical research and various allied health science professions," said **Chris Perumalla**, director of the division of teaching laboratories at the Faculty of

Medicine and director of medicine's program.

In a week packed with lectures, hands-on activities and field trips to research institutions, students gain insight into the kinds of jobs and areas of study they may want to pursue in each discipline. They also have access to the university's leading professors and world class facilities.

"We are trying to get them excited early about academics and education and show them how much fun it can be, because for all of these kids, high school gets boring. They're just too bright," said **Kevin Frey**, the program's director at New College.

By combining the college's summer programming experience with the academic expertise of two of the university's most renowned faculties, a unique and unprecedented program has emerged. In its inaugural year, the program has been a huge success with 335 registrations and students from Canada and abroad. For more information visit:

www.ysp.utoronto.ca.

School is cool for students in Summer Mentorship Program

BY TAMMY THORNE

When asked, "Who is worried about paying for post-secondary education?" this year's Summer Mentorship Program (SMP) students all raise their hands. Yet, that won't deter most of them from pursuing lifelong dreams of going to university, especially now that they are able to imagine what it will be like.

The four-week summer program takes place in July and is aimed at high school students that are traditionally under-represented at the University of Toronto, such as the First Nations, African-Canadian and Caribbean-Canadian communities. Students get to explore a university program and gain hands-on experience through job shadowing, while earning a high school credit. About 85 per cent of the program's graduates go on to post-secondary schooling; 40 per cent of those attend U of T.

The program started in 1994 in the Faculty of Medicine with just seven students. Since then it has grown to 160 students and eight units,

including STEM (science, technology, engineering and math), health professions and the newly added environmental studies. Students can also register for the ever-popular law, medicine, education, social work and aboriginal studies programs.

Ike Okafor-Ogbu has been the external liaison and outreach co-ordinator for SMP for four years. He said a big part of the program is trying to push these students to reach their potential.

"You'll notice that most of the faculties at the table are professional second-entry level programs. Medicine started it because there weren't enough black medical students. There still aren't. So really, this was an effort on their part to build that pool of applicants. I think half of the black students in medicine now have come from the mentorship program. It's been enormously successful."

Diana Alli, a senior officer in the office of health professions (student affairs) at the Faculty of Medicine, co-founded the program with



Students in the Summer Mentorship Program get hands-on experience in fields such as health care.

University Professor Emeritus Miriam Rossi, the former associate dean (admissions and student affairs). Alli called the program a true success.

"Eleven Canadian-African students graduated last year from the doctor of medicine program at U of T, and seven were from the SMP," she said. "We look forward to equalizing our numbers for aboriginal students."

Amanda Filipe, central program co-ordinator, said word of mouth fuels the program's success. "Students go back to their communities

and tell their friends, I got to cut open an eyeball and I'm going to be a doctor. Suddenly, school looks cool. That is how the program went from seven students to 160 this year."

Program health professions students **Jade Willoughby**, 18, and **Brandon Weekes**, 16, attest to the cool factor.

Weekes, who plans to be a physiotherapist, described one day of job-shadowing where students learned how to draw blood from a "patient."

"There was a big plastic arm and it had a tube inside the arm where your veins would

be, with red liquid in there. We learned how to use the needle, gently place it inside the tube and take the blood out. That was pretty cool."

Willoughby was one of 17 students who came from a northern First Nations community to take part in the program this year and agreed that being able to perform the procedures was the most valuable part of the experience. She said that the freedom of staying on campus (with a chaperone) gave her a real taste of what university life would be like.

"I am definitely considering coming back to U of T because it has the best hospitals," said the future nephrologist.

Elizabeth Yeboah, 22, graduated from the summer program in 2002, did her undergraduate degree at U of T and is now a first-year medical student here and the student mentor and co-ordinator for SMP in the Faculty of Medicine. She said the very best thing about the program is that "it makes you feel like you belong here."

Welcoming new faculty

The University of Toronto has numerous programs to assist incoming members of the U of T academic community

PHOTOS BY CAZ ZYVATKAUSKAS



Magdalena Rydzy, manager of the Faculty Relocation Service (right), Vesna Bajic, education and resource co-ordinator (left), and Francesca Dobbin, director, family programs and services (centre), work closely with new faculty.

Family care office assists with relocation, acclimatization

BY TAMMY THORNE

In its quest to attract the best, U of T offers specialized services to help new faculty make their transition to Toronto seamless. The family care office is the main hub for these services and prides itself on defining “family” in the most inclusive terms.

Magdalena Rydzy, manager of the office and Faculty Relocation Service, said, “Our definition includes everyone: single moms, same-sex couples, a staff member looking after an elderly parent or a friend or a student with family responsibilities.”

Professor David Brennan of the Factor-Inwentash Faculty of Social Work is one new faculty member who appreciates of such inclusivity.

Brennan started his tenure-track teaching position at U of T in 2007 and said the family care office was terrific at pointing out resources specific to his needs. “They had a lot of material about being in Toronto and being gay and the gay community here,” he said. “They also referred me to immigration services where I found out what to do if I have a partner, but am not

legally married, and what the legal implications are.”

For 15 years now the office has been confidentially advising, connecting and directing faculty, staff and students on issues that range from housing to myriad child services to a general orientation to Toronto. Workshops, events and support groups are also provided.

The popular Faculty Relocation Service (which accounts for one-third of the office’s workload) is provided to tenure-stream faculty and senior lecturers or lecturers with three-year or longer contracts who are from outside the Greater Toronto Area.

Staff meet with new or prospective faculty for up to one hour to assist with most aspects of relocating to Toronto such as moving, real estate service referrals, setting up bank accounts, finding schools, childcare services and more. “We send Family Relocation Services kits to all the departments that request them. They customize them and send them to shortlisted candidates and newly appointed faculty,” Rydzy said. “A letter to all department chairs is sent out every August with a listing of services.” Rydzy said that

requests for assistance range from newly hired faculty looking for advice on bringing houseplants through customs to referrals for medical specialists.

Professor Anver Emon of the Faculty of Law was recruited to the University of Toronto in 2005. Emon is an Islamic law scholar from the U.S. and speaks very highly of the assistance he received from the family care office. He said the office provided information on services that seem basic now.

“They answered questions like: Where do I get a SIN number and what exactly is that? How do I get OHIP and what does that mean? I didn’t know any of these acronyms,” he said. “They give the framework so you know what to ask. I wouldn’t have known that I had to get an OHIP card, for example, because we don’t have universal health care in the U.S.”

“They were always able to respond to my e-mails and inquiries quickly — usually within a day. It helps when you are in a state of anxiety about moving, and you have all these questions, to have people who can answer your questions quickly and straightforwardly. It just made life so much easier.”

Program helps faculty partners

• • • CONTINUED FROM PAGE 1

that the University of Toronto is committed to being an “employer of choice and that we value and appreciate the importance of dual career recruitment.”

Dual Career Connection offers a number of services, such as career counselling and coaching, resumé and interview strategies, networking assistance, access to employment resources and support throughout the

relocation and transition period.

Kahn assists approximately 25 to 35 clients annually to look for non-academic careers. Her clients come from a large range of backgrounds and many have graduate degrees.

“I work with a really wonderful and diverse group of individuals who have a broad range of expertise and professional backgrounds and who have much to contribute to the Toronto employment market,” she said.

In addition to career coaching, the Dual Career Connection team hosts various events during the year to make new partners and spouses feel more at ease with their transition to Toronto. A welcome session happens in September to familiarize dual career clients with the program. Following the welcome session is a meet and greet that assists with networking.

During the year, they will have the opportunity to meet previous dual career clients who will share their job search tips, techniques and strategies, as well as provide an opportunity to

discuss the culture shock that may accompany relocation.

“Many of the Dual Career Connection clients from the previous years have become supports to others,” Kahn said.

“They are always willing to help the new arrivals build their networks, meet with them and orient them to the city because they can really relate to their experiences. I think it is tremendously important to not only look at the new faculty member coming in but to assist their partner or spouse with their career transition.”

Orientation sessions help new faculty

• • • CONTINUED FROM PAGE 1

with is an understanding of the wide range of resources that are available to assist them,” Gravestock said. “But more important, I also hope that they meet people who are in the same boat as they are.”

Another event geared towards new faculty is Stepping In, a lunchtime series run throughout the year by the office of the vice-president and provost. Taking place at different locations around U of T such as the U of T Art Centre and Massey College, the series features informal discussions with senior administrators on issues such as student experience and graduate expansion, said **Sara-Jane Finlay**, director of academic human resources.

The provost’s office also partners with the office of the vice-president of human resources and equity for career development sessions for new faculty and staff in September, October and January, she noted.

In addition to the university-wide events, U of T Mississauga, U of T Scarborough and many of the faculties on the St. George campus host their own complementary programs at the beginning of the term.

The UTSC orientation event Sept. 5 will include a panel of faculty who have just finished their first year of teaching; they’ll share tips and advice. Another panel will feature students offering their



Professor Nick Mount of English explains the importance of understanding the overall narrative of a course.

perspectives, something that has been hugely successful in previous years, said **Professor Clare Hasenkampf**, director of Scarborough’s Centre for Teaching and Learning.

“It was really quite interesting to get the students’ perspective on a lot of different things and it actually was a wonderful convergence. Some things were reinforced because they were getting them from two completely different

perspectives and some things the students said were just brand new,” Hasenkampf said.

Hasenkampf also sees these events as opportunities to share resources while promoting a sense of community among new faculty.

“As much as anything, we want people to feel connected,” she said. “This allows them to say, Wow, I’m not the only one who’s terrified or who’s

really trying to figure out how to get started.”

For more information on university-wide orientation events for new faculty and sessional instructors, visit the OTA website at www.utoronto.ca/ota/newfaculty/index.html and the website of the office of the vice-president and provost at www.provost.utoronto.ca/link/events/steppingin.htm.

University housing eases transition

BY CATHERINE NGAI

Taking a new job is always challenging, but when it means moving to a new city and finding housing, the task is even more daunting.

Luckily, new faculty members at the University of Toronto have the university’s real estate department lending them a hand through the new faculty housing program. The program was launched in 1996 as a means to provide an easy transition for faculty members new to Toronto and it provides university-owned rental housing on a first-come, first-served basis. The housing service is available to tenure-stream faculty, senior lecturers and lecturers with a contract length of more than three years who are joining the university from outside the Greater Toronto Area.

“The faculty housing program is important because it can help people out while they take a few years to get acquainted with the city and the housing market. It’s also a great way to save some money,” said **Tamiko Winter**, faculty housing co-ordinator.

There are 46 units available in total and houses are strategically located in the Annex neighbourhood — between Spadina Avenue, Washington Avenue, Sussex Avenue and Huron Street — at the northwest corner of St. George campus. Each home is generally three floors and contains two to three units. In addition to being close to the campus, the proximity of the houses to each other makes it easier to meet other faculty members. “It’s like a small community,” Winter said.

Housing is available to faculty for up to three years from the time of appointment. Renewal letters are sent out in February and by late May

faculty members will know the number of units available for the next year. Each housing lease ends at the end of July every year. If tenants choose to forfeit their spots, they can go out to find alternative housing.

“It helps take off a huge pressure of having to find a great family home when you arrive as a new faculty. The houses are large, well looked after, are in a great location and the faculty housing team are really helpful and responsive,” said **Professor Scott Reeves**, who first applied after a visit to the university in 2004.

“My family and I found faculty housing invaluable in our transition from the U.K. They provide a great first home in Toronto.”

Interested faculty are asked to visit the program website (www.library.utoronto.ca/newcomers/new_faculty_info.htm). After reviewing the material, interested candidates e-mail necessary information to the program office. Within a week, candidates will be added to the waiting list and contacted for further instruction. Winter suggests applying as soon as possible since the waiting list can reach upwards of 50 people and runs on a first-come, first-served basis.

According to Winter, the benefit of living in a faculty house is that it is “very convenient. The property is all located on St. George campus and the monthly rates are quite competitive and fair. In fact, they are quite low for Toronto, particularly in this area.

“This program also acts as an incentive to come to the University of Toronto. The university is committed to helping new faculty make their transition into a new working environment as easy as possible.”



Tamiko Winter, faculty housing co-ordinator, says residents of faculty housing “become a small community.”

He Said She Said

Holiday Mode: no e-mail, but lots of Cheez-Its

BY PAUL FRAUMENI

Man, I need a holiday. And, when this is published, I'll be on holiday. Finally.

But even as I write this on July 7, I'm already feeling the pull of Holiday Mode. It usually comes about a week before I am to leave on an extended vacation period. I begin to find ways to avoid the possibility I will become involved in a major project. A couple of days later, I move into Intense Holiday Mode and find ways to avoid the possibility of becoming involved in *anything*. And so it goes over that week, until I get to the last day of work and I skulk about, avoiding everyone and, when colleagues ask me to do things, I'll mumble, "Yeah I'll do that when I get back just don't ask me now cuz I'm outta here today."

But it always takes a few days to really get your whole being into holidays, doesn't it? My vacation hero is a former boss from one of my many employers (I've had more jobs in my 500-year career than the Blue Jays

have had managers), Keith Tisshaw, who would save his vacation time and take six weeks off in the summer. I've always wanted to do that. That kind of time is *transformative*. I could do something major with six weeks off all at once. Learn the banjo or grow a beard without having to do it at the office and have people ask, over and over, Are you growing a beard? Or do something that is so *not* me — become adept at fly fishing or martini-making or turn into one of those guys who can build a deck in the backyard on the weekend or rewire the house.

But that kind of personal turnaround requires serious time. Alas, I take two weeks in the summer. Still, I really make use of those two weeks. No voice mail or e-mail checks. No bringing work with me. See, I have a very small brain that gets filled up easily. So it needs time to empty out. Each summer, we go to a pretty seaside village in Maine. There's a gorgeous beach there. We sit in those newfangled beach chairs that can hold a cold drink in one pocket and



an iPod in another, letting sweat, sand and sunscreen smear into them. We read novels and trashy magazines. We listen to the New England accents (Hey, Uncle Ricky, yah wahnt me tuh put tuh boom-bahx in tuh cah?) and nibble on Cheez-Its and ham sandwiches.

I know I've really gone on vacation

when I can gaze out over the ocean and wonder who and what are on the other side. We've been going here for 20 years but I can never remember — is it France or Portugal? I wonder if there is someone over there, a French guy or a Portuguese woman, also on holiday and looking out over the ocean and wondering who and what are on the other side? Are *they* wondering if the man or woman on the Canadian, or is it American, side, are eating the French or Portuguese equivalents of Cheez-Its? I can spend hours on that one. And that's when I know I'm truly on vacation.

So, I wish you a good holiday and thoughts as unsophisticated as Cheez-Its and what's on the other side of the ocean. I'll be back with another column in October when I will explore the ins and outs of fashion at a university.

Paul Fraumeni is director of communications for the vice-president (research). He shares this space with Caz Zyvatkaukas.

Privacy protection and security at the university

BY RAFAEL ESKENAZI

The university has strong privacy traditions. Freedom of Information and Protection of Privacy Act (FIPPA) coverage, starting June 2006, required some minor practice changes to improve technical privacy compliance.

Privacy evolves with public expectations and the law. Security moves more quickly, meeting or anticipating privacy threats with new solutions and fresh thinking.

For example, it's not enough to password-protect access to portable electronic devices containing confidential information. The expectation has become encryption of all personal or confidential information taken out of a secure server environment.

Hard copy confidential information also requires special protection. It should be kept in a secure institutional environment — always securely locked when not in use — and only taken out with official authorization and demonstrable operational need.

E-mail has its own security needs. Although communication between UTOR e-mail addresses carries limited risk, secure or encrypted e-mail is better for confidential information since intercepted communications cannot be read without encryption keys.

Operational security guidance for personal and

other confidential information can be found on the provost's policy website (www.provost.utoronto.ca/policy.htm) in the practice titled Security for Personal and Other Confidential Information.

Privacy is a shared responsibility. The university is accountable for privacy protection including each and every individual employee action that impacts privacy.

Your privacy and security responsibilities relate to your

role at the university. For example, managers and directors ensure privacy in activities they oversee, including privacy training for their staff.

Uniform privacy and security responsibilities linked to institutional roles support a seamless, integrated privacy landscape where units and divisions communicate clearly and handle personal and confidential information consistently, reducing the risk of security vulnerabilities and privacy breaches at the

university as a whole.

The FIPP office (www.fippa.utoronto.ca/site3.aspx) will soon post on the provost's policy website a "role-specific privacy expectations" practice to help individuals understand their part in privacy protection. The FIPP office and the university's internal audit department have developed a suite of questions to help managers and directors to assess privacy practices in their operations.

In addition, the FIPP office

provides customized or general privacy and access training on request. Its staff will soon offer Blackboard-based privacy training for faculty and staff.

Other resources available from the FIPP office website include a privacy Q & A for Instructors, General and Administrative Access and Privacy Practices and past *Bulletin* articles.

Contact Ione Harrison at 416-946-7303 for more information.

Social work offers earthquake relief to China

CONTINUED FROM PAGE 1

from Aug. 15 to 17 at the Chengdu Centre for Mental Health in Sichuan, with an expected enrolment of 100 mental health professionals from Sichuan. The goal of the training program is to equip them with skills to respond more effectively to the victims of the earthquake.

"We believe that the local people need more trauma counselling and need assistance with long-term development in rebuilding the community," Tsang said. "But we don't want to be presumptuous so we want to really listen to the people there and we'll be doing some more needs assessment while we're there. We have

gotten a preliminary response so we'll be having some more long-term involvement to help people deal with challenges."

Fourth-year student Steve Shi, who plans to be a social worker, volunteered for a psychological assistance specialist team organized by the provincial government.

"We also acted as counselors and held individual or group sessions to help local people reconstruct and reinterpret their experiences," Shi said. "I worked mostly with children and have talked to at least 30 kids of different ages. I'm still in touch with those who are old enough to use e-mail and I have tried my best to help them make positive meaning

out of the experience. So I would say our work was definitely important, especially to individuals."

The project has also had a longer-lasting impact that's been rooted in its successful history with China. Many faculty members and graduate students from social work and other academic divisions of the University of Toronto are involved in aspects of the China Project.

One of the project's major initiatives in 2006 was the collaboration between the University of Toronto and top-ranked Tsinghua University. Seven years ago, Tsinghua decided to establish a new medical school and has since been consulting with both domestic and interna-

tional colleagues, including Tsang, with regard to its direction. Tsang said the faculty also supports many visiting scholars from China who come to learn and bring their knowledge and skills back to their work in China.

"The Factor-Inwentash Faculty of Social Work has a strong history of working with Chinese colleagues and members of the Chinese community both in Canada and in China," said **Professor Cheryl Regehr**, dean of the faculty. "We are committed to helping to build capacity with respect to mental health and social services in China and are honoured to be invited to work with the local community in the wake of this terrible event."

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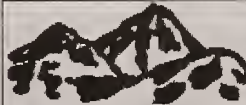
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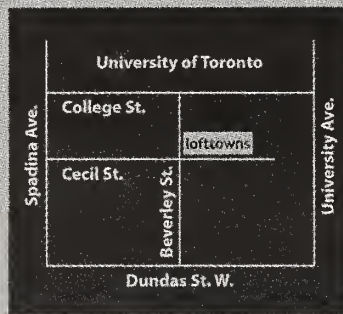
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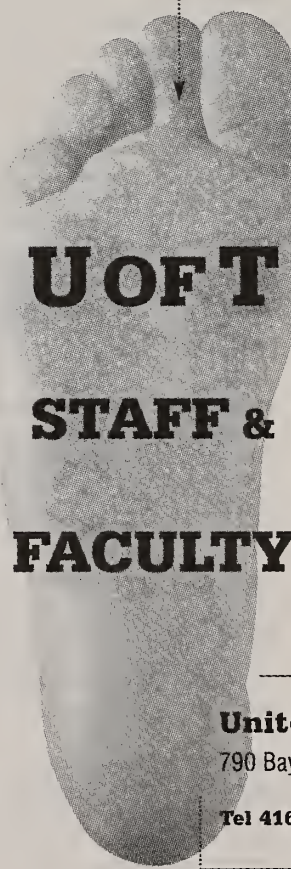
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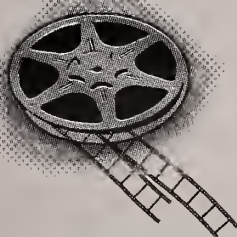


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A template for success

Graduate extols Woodsworth's academic bridging program

BY TIM HARRISON

I am incredibly honoured to have been chosen to speak at the celebration of the 40th anniversary of the Millie Rotman Shime Academic Bridging Program and I would like to thank the Woodsworth community for giving me the opportunity to give something back in return for the enormous amount that they have given me over the past five years.

What are we here to celebrate? The program's very successful legacy and history? The professors and staff without whom the program would not be possible? Or the students, who have surpassed expectations, fulfilled their dreams and proven that the program brings onto campus some of the university's greatest talent? We are not here to celebrate any one of these achievements in isolation. We come together today to marvel at the emergent properties that this combination has begun to exhibit. In sciences that study complex systems, what is called "emergence" refers to the phenomenon of disparate elements coming together to manifest properties that are greater than the sum of their parts. The bridging program brings together a vibrant history, a dedicated staff, a talented student body and combines these various parts in ways that surely surpass its founders' wildest dreams.

What, I would like to know, is meant by the "bridge" in the "academic bridging program"? The program's website is fairly clear on this point. It claims that the courses taken during the program are "intended to bridge the gap between a student's prior secondary education and the requirements of first-year university courses." The program functions metaphorically as a bridge allowing mature students to cross the otherwise insurmountable "gap" that exists between life outside and before the university and life within and after it. Without this course, we graduates of the bridging program would have been left on the other side of a chasm created by various social structures, lack of opportunity or (as with myself) lack of academic dedication in high school.

From our position on the far side of this chasm, we could see the university and we could also register the benefits of crossing the divide. We were, however, unable to enter the institution without help. Despite our varied and often impressive experiences, we did not have the qualifications that would carry us over the chasm in the conventional way. Instead, we needed to enter the university on a bridge designed especially for us. Yet, however correct this image of the bridge as a passageway towards the wider community may be, I believe it is incomplete. This bridge is far more than an opportunity presented by the university to otherwise ineligible students. Each year, the graduating bridging class brings into the university diverse, vital and vibrant personal histories — a colourful spectrum of non-academic knowledge

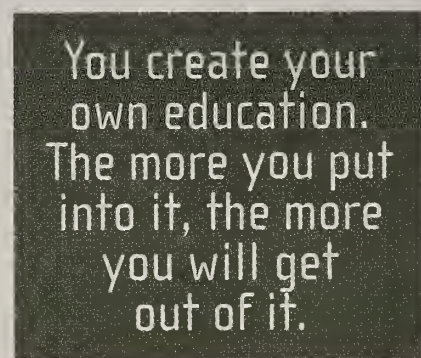
that fertilizes classrooms across a wide array of disciplines. The numerous bridging students I know all contribute their unique skill sets to the institution in innovative ways. Without them, the university would surely be the poorer.

But the "bridge" is more than just a conduit between inside and outside. Indeed, the training we receive in

myself firmly in the camp of the academic slackers — and loving it. By my final year of high school, it was clear that university was out of the question and so, when offered a chance to engage in what is often perceived as the least intellectually demanding work available — fashion modelling — I jumped at it. This job



the program conditions our entire subsequent education, for what we learn inside the bridging classroom is how to translate the knowledge we do not know we possess into academic discourse. The "bridge" from "bridging" is within us.



To illustrate this point, I am going to turn to a case study with which I am well acquainted — myself. As a young child, I was what has come to be known as a "bubble boy." I spent much of my time in the oxygen tents of various hospitals. Since being ill is a lonely experience, books were my constant companions and I read voraciously, developing a love affair with language that continues to this day. As such, you might think that I was destined for post-secondary education.

When, however, I grew healthy enough to partake in the activities that "normal" teenagers had already been involved in for quite some time — sports, interacting with members of the opposite sex and consuming illicit substances — I did so with a passion that endeavoured to make up for years of lost time. Hence, my marks slid, my teachers' approval waned and I found

enabled me to spend the better part of six years working and travelling abroad.

I later looked into attending university, with an eye for studying English and rekindling my passion for books, only to discover that my poor performance in the last years of high school barred me from the institution of my choice. I thought to myself, But I'm a different person. I've grown a great deal. Why should I be denied the education I want simply because the path I chose deviated somewhat from the paths taken by my peers?

Fortunately, as frustration began to sink in, I was told about the program by my mother's sister's son's fiancée, who knew a friend of a friend who had successfully completed it. I signed up immediately.

Once in the program, I was blessed to be placed in the class of the now-retired Alan Stewart. His humour kept me interested and his patience helped me to begin to translate what I had learned in the preceding years into a language that others would understand. He taught me how to analyse an argument and how to transform the unfocused thoughts of an autodidact into a style that was comprehensible. He helped me to bridge the gap between life experience and academia. With the skills I had learned firmly in hand, I entered undergraduate study. This was a nerve-wracking transition but the preparation put me in good stead. Indeed, I believe it gave me an advantage, for I had learned how my life experience could be a valuable resource in my studies.

I frequently hear from fellow bridging graduates that confidence is

an issue. After all, when one has been out of the educational system for, say, over a decade, it can be intimidating to return to the classroom with 17-year-olds who are still immersed in the routines of study. Take heart, colleagues: your years of extra life experience are worth far more than academic continuity. Indeed, the reasons for your having to enter the university through the program, the reasons for your coming up against the "gap" or the "chasm," are precisely what will help you to excel. The community at Woodsworth — the professors, the registrar, the staff at the writing centre, the academic counsellors — see exactly this potential within you and will work tirelessly on your behalf. Moreover, the program you have just completed has given you the skills necessary to bridge your past experiences into the classroom. You should be brimming with confidence.

Once enrolled in full-time study, I worked. Seriously. That's all I did. I worked 30 hours a week in my restaurant job, took five full-year classes and attempted to be involved in on-campus activities. I read constantly and widely. I made use of the resources provided by Woodsworth. Employing my previous life experience and the skills I developed in the program, I excelled. I did not anticipate such success. I certainly did not plan to be the top graduating undergraduate student at the University of Toronto. However, hard work has a way of increasing its returns exponentially and the more I read the better I did.

Herein lies the greatest piece of advice I can offer: you create your own education. The more you put into it, the more you will get out of it. The level to which you bring your education is determined by you and, specifically, by the amount of work and time you are willing or able to invest. Based on my experience, I can tell you honestly that your success is based not upon your intelligence or your "natural" abilities. Rather, it is based upon the way in which you combine your past experiences — the rich backgrounds that will differentiate you from all other students — with hard work.

I owe an immense debt of gratitude to all who were willing to take the time to enrich and promote my progress. In this, I am certain that I am not alone. I know many bridging graduates who have been touched and helped profoundly by the college community and I think that this program, now celebrating 40 life-altering years, would not exhibit the emergent properties we are here today to celebrate without the truly special dynamic that is to be found here, in this college.

Tim Harrison graduated from the University of Toronto in June as an award winner, having taken part in the Woodsworth College Millie Shime Academic Bridging Program. He begins work towards his PhD in English at the University of Toronto in September. These remarks are excerpted from his speech marking the program's 40th anniversary.